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ABSTRACT

Initiated in the 1981-82 school year, this three-year project was designed to organize and operate a bilingual education cooperative to provide financial and technical assistance to three school districts in their efforts to provide higher quality bilingual instructional services to approximately 190 Mexican American students. The three project schools were located in the public school districts of Plainview, Olton, and Petersburg, Texas. The project's overall goal was to assist limited English proficiency (LEP) children to acquire and/or improve their English skills and, using bilingual methodology and materials, to facilitate and expedite writing and content area concepts to the extent necessary to insure academic success in the regular school program. Four specific objectives developed for the 1983-84 school year pertained to student achievement, teachers and aides, increased involvement by the Parent Advisory Committee, and development of a unique bilingual curriculum guide. The external evaluation design for 1983-84, the project's final year of operation, focused on the perceived effectiveness of the project personnel and the project's specific objectives, overall impact, and overall goal. All objectives were satisfactorily achieved, except for the effectiveness of the Parent Advisory Committee and degree of parental involvement. The project did have a positive impact on participating students. Five specific program recommendations conclude the report. (Author/NQA)

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ED253373

FINAL EVALUATION REPORT
1983-84
THIRD YEAR

INCREASING THE QUALITY OF BASIC BILINGUAL INSTRUCTIONAL SERVICES TO K-3 HISPANIC CHILDREN IN WEST TEXAS

Grant Award By:

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Lubbock, Texas 79410

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October, 1984

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D O C U M E N T R E S U M E

TITLE: Increasing the Quality of Basic Bilingual Instructional Services to K-3 Hispanic Children in West Texas

INSTITUTION: Askins, Billy E. and Yarbrough, Douglas W., Texas Tech University, Educational Service Center - Region 17, Lubbock, Texas.

SPONS. AGENCY: Bureau of Elementary and Secondary Education; ESEA, Title VII (Bilingual Education Project), (DHEW/OE) Washington, D.C.

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IDENTIFIERS: Education Service Center - Region 17, College of Education, Texas Tech University, Lubbock, Texas

ABSTRACT: This report is the year-end and final evaluation report for a federally funded bilingual education project, "Increasing the Quality of Basic Bilingual Instructional Services to K-3 Hispanic Children in West Texas," for the 1983-84 school year. The project was designed to organize and operate a bilingual education cooperative, monitored by the Education Service Center - Region 17 (Lubbock, Texas), so as to provide financial and technical assistance to three school districts in their efforts to provide higher quality bilingual instructional services to approximately 190 students. The three project schools were located in the public school districts of Plainview,

Olton, and Petersburg, Texas.

The overall goal of the project was to assist LEP (limited English proficiency) children to acquire and/or improve their English skills and using bilingual methodology and materials to facilitate and expedite writing, and content area concepts to the extent necessary to insure academic success in the regular school program.

The external evaluation design for the 1983-84 school year focuses on four general areas: the specific objectives of the project; a general question relating to the overall impact of the project; the perceived effectiveness of the project personnel; and the overall goal of the project.

With the exception of the objective pertaining to the effectiveness of the Parent Advisory Committee and degree of parental involvement, the objectives were satisfactorily achieved. The program impact statement was that the project did have a positive impact on the participating students. Specific program recommendations are included in the report.

FOREWORD

The following evaluation report is for the bilingual education project, "Increasing the Quality of Basic Bilingual Instructional Services to K-3 Hispanic Children in West Texas," for the 1983-84 school year. This project was initially designed to operate during a three year period, and this evaluation report covers the third and final year of the project.

Both internal and external evaluations have been major elements of this project. The internal evaluation was a continuing process conducted primarily by the classroom teachers and the consultant from the Education Service Center, Region 17. The external evaluation function was conducted by B. E. Askins and Associates, Lubbock, Texas, which is an independent consultant and service organization with its direction primarily through various faculty members of the College of Education, Texas Tech University.

This report, emanating from the external evaluation study, was attempted to be designed and written not only to present evaluation data for the respective decision-makers, but for any group of lay citizens who also may be interested in this project.

The external evaluation recognizes and hereby expresses appreciation to administrators, parents, teachers, aides, and students for their excellent cooperation in this evaluation effort.

The invaluable assistance of the various professionals and paraprofessionals on the external evaluation team is also acknowledged.

B. E. Askins

B. E. Askins, Ed.D.
External Evaluator
B. E. Askins and Associates

October, 1984

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SECTION I

INTRODUCTION

Rationale of Bilingual Education

The rationale of bilingual education programs as established under Title VII of the Elementary and Secondary Education Act of 1964 (Public Law 89-10) is that educational programs should be developed to meet the special educational needs of children who have limited English speaking ability, who come from environments where the dominant language is one other than English, and who come from low-income families. Some characteristics of bilingual education programs include: (1) English is recognized and taught as a second language to children whose dominant language is one other than English; (2) The children are taught one or more academic subjects in their dominant language, at least until they have mastered enough English to enable learning in English; (3) The children whose dominant language is English are taught the dominant language of the other children; (4) Provision is made for increasing the instructional use of both languages for both groups in the same classroom; and (5) The children are taught the history and cultural heritage which reflect the value systems of speakers of both languages.

Using this rationale, the Education Service Center-Region 17 requested, and received, a grant from the U.S. Department of Education (ESEA, Title VII, Bilingual Education) to provide assistance to such students in West Texas beginning in the 1981-82 school year. A brief description of the Education Service Center is presented in the following paragraphs. A description of the project as well as the evaluation data are presented in subsequent sections.

Education Service Center - Region 17

The Education Service Center - Region 17, located in Lubbock, Texas, is one of twenty service centers in Texas assisting local school districts in improving educational services to children. Assistance is provided through a variety of programs and services which include staff development, computerized data processing, a film library, instructional materials, a delivery service, and a variety of cooperative programs. Region 17 is located in the South Plains of Texas. There are twenty (20) counties in the region with a total population of 412,000. There are sixty-four (64) school districts with a combined enrollment of 85,000 students of which 29,000 are enrolled in the region's only urban district. There are 31,000 students with Spanish surnames in the region.

The geographical area served by the Education Service Center - Region 17 is the leading Texas agribusiness area with farming and farm manufacturing employing the largest number of workers. The economic base includes cotton farming, oil production, ranching, manufacturing, and distribution. The majority of districts served are rural and relatively isolated. These factors are important in that they affect the range, types, and quality of educational services which are available to the students. The Education Service Center - Region 17 is the agency that serves in an intermediate role between the Texas Education Agency and the sixty-four (64) districts.

Organization of the Evaluation Report

The organization of the remainder of this report includes the: Description of the Project; Evaluation and Design of the Project; Evaluation Data; and Summary, Conclusions, and Recommendations.

SECTION II

DESCRIPTION OF PROJECT

Overview of Project

The Federally funded project, "Increasing the Quality of Basic Bilingual Educational Education Instructional Services to K-3 Hispanic Children in West Texas," was initially started in the 1981-82 school year; thus, the 1983-84 school year is the final year of this project. Basically, this project was designed to organize and operate a bilingual education cooperative, monitored by the Education Service Center - Region 17, so as to provide financial and technical assistance to three school districts in their efforts to provide higher quality bilingual instructional services to approximately 190 students.

During the 1983-84 school year, this assistance included providing for: a project director (Bilingual Instructional Consultant); a project secretary; six (6) teacher aides; stipends (tuition, books, fees, and travel) for the 6 aides; instructional materials for the six (6) classrooms; resource materials for professional development/training for teachers, aides, administrators, and parents; consultants to assist in the training of the aides; and miscellaneous supplies and services to support the project.

Local of Project and Number of Students Served

The school districts where the three elementary schools were located which participated in this bilingual education cooperative were: Plainview, Olton, and Petersburg. These school districts are located in the Llano Estacado region of West Texas which has primarily an agricultural and industrial economic base. The three school districts are within a fifty mile radius of

Lubbock and are located in the northern section of the area assigned to the Education Service Center. The Mexican American student population within the three school districts range from approximately 45% in Plainview to 60% in Petersburg and Olton.

The number of students served by school and grade level during the 1983-84 school year are as follows:

	K	1	2	3	Total
Plainview	9	11	7	6	33
Olton	12	22	14	14	62
Petersburg	8	8	6	5	27
Total	29	41	27	25	122

Parent Advisory Committee

The primary purposes of the Parent Advisory Committee were to serve as: a group of lay advisors to the project, (2) the community support system for the various schools within the project; and (3) serve as an organization where training could be provided on the various aspects of bilingual education, objectives of the project, and on the role of the parent in the educational process of the student.

Overall Goal of Project

The overall goal of the project was to assist LEP (limited English proficiency) children to acquire and/or improve their English skills and using bilingual methodology and materials to facilitate and expedite writing, and content area concepts to the extent necessary to insure academic success in the regular school program.

Specific Objectives

To achieve the primary or overall goal, as stated in the previous paragraph, four specific objectives were developed for the 1983-84 school year as related to: student achievement, teachers and aides; the Parent Advisory Committee; and the development of a unique bilingual curriculum guide. The last objective was added during the 1983-84 year to facilitate curriculum adaption of existing materials in conjunction with the development of the bilingual education curriculum guides for each of the three project schools (Amendment to Project Application, dated 31 October 1983). These specific objectives are stated in the following paragraphs:

Student Achievement

1. At the conclusion of the 1983-84 project year, 70% of the LEP students participating will master at least 70% of the skills taught at their grade level.

Teachers and Aides

2. At the conclusion of the 1983-84 project year, 90% of the teachers and aides participating will increase their knowledge and competency in:

   A. Content area curriculum development
   B. OLD/ESL curriculum development
   C. Development of classroom materials for creative bilingual education
   D. Assessment

Parent Advisory Committee

3. At the conclusion of the 1983-84 project year, 80% of parents in the Parent Advisory Committee will demonstrate an increased awareness, understanding and appreciation of the need for parental involvement in their children's learning process and the role of the Parent Advisory Committee in the implementation of the project.

Bilingual Curriculum Guide

4. At the conclusion of the 1983-84 project year, a bilingual curriculum guide will have been developed for each of the three project school districts.

Activities to Achieve the Specific Objectives

Various activities were identified to be performed in an effort to achieve objectives 1-4. A list of these activities (as included in the 1983-84 Continuation Project Proposal Application), by objective, are presented on the following pages (pp 7-10).

1. OBJECTIVE: At the conclusion of the 1983-84 project year, 70% of the LEP students participating will master at least 70% of the skills taught at their grade level.

ACTIVITIES	TIME LINE O	N	D	J	F	M	A	M	J	J	A	S	PERSONNEL RESPONSIBLE	EVALUATION
The teachers with the assistance of the aides will instruct the LEP students in the six components of the Texas State Plan for Bilingual Education: 1. Basic concepts starting the student in the school environment shall be taught in the student's primary language. 2. Basic skills of comprehending, speaking, reading and writing shall be developed in the student's primary language. 3. Basic skills of comprehending, speaking, reading, and writing shall be developed in the English language. 4. Subject matter and concepts shall be taught in the student's primary language. 5. Subject matter and concepts shall be taught in the English language. 6. Attention shall be given to instilling in the student confidence, self-assurance, & a positive identify with his or her cultural heritage. The basic scope will be in utilizing and implementing a "Diagnostic/Prescriptive approach to instruction.	x	x	x	x	x	x	x	x				x	Teachers with the assistance of aides.	All pre and posttests will be administered during the required time period in the spring. Progress/Performance tests related to the teaching units Project consultant plans for periodic visitation to monitor student progress and the implementation of teaching strategies identified in the objectives.

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2. OBJECTIVE: At the conclusion of the 1983-84 project year, 90% of the teachers and aides participating will increase their knowledge and competency in:
   1) Content area curriculum development
   2) O.L.D/ESL curriculum development
   3) Development of classroom materials for creative Bilingual Education; and
   4) Assessment

ACTIVITIES	TIME LINE O	N	D	J	F	M	A	M	J	J	A	S	PERSONNEL RESPONSIBLE	EVALUATION
Workshops													Project Consultant	Post tests
1. Content area instruction in Spanish and English	x												Outside consultants specializing in Bilingual Education methodologies	
2. Oral language development/ ESL methodologies				x										
3. Using and making materials for the Bilingual classroom							x							
Conferences					x									Reports
18 semester hours college course work	x	x	x	x	x	x	x	x	x	x	x	x	I.H.E.	Transcripts
Design/conduct sharing and planing sessions with teachers, aides and administrators on effective ways to:	x	x	x	x	x	x	x	x	x	x	x	x	Project Consultant	Activity Reports Records of weekly visits and methods of coordination Record of meetings
1. Diagnose special student needs														
2. Prescribe activities to meet such needs														
3. Intergrate culture														

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3. OBJECTIVE: At the conclusion of the 1983-84 project year, 80% of parents in the Parent Advisory Committee will demonstrate an increased awareness, understanding and appreciation of the need for parental involvement in their children's learning process and the role of the Parent Advisory Committee in the implementation and improvement of the project.

ACTIVITIES	TIME LINE O	N	D	J	F	M	A	M	J	J	A	S	PERSONNEL RESPONSIBLE	EVALUATION
Quarterly P.A.C. meetings:														
1. Parent on-site visit to project schools	x												Project Consultant Coordinator of Migrant/ Bilingual	Minutes of meetings
2. Nutrition awareness for parents			x											
3. "Basic Math Skills" assist parents in developing activities in basic math skills for their children					x									
4. The parent's role in the classroom							x							

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4. At the conclusion of the 1983-84 project year, a bilingual curriculum guide will have been developed for each of the three project school districts.

ACTIVITIES	TIME LINE D	J	F	M	A	M	J	J	A	S	PERSONNEL RESPONSIBLE	EVALUATION
Curriculum Adaptation -Adaption existing materials on the basis of the linguistic and cultural characteristics of the Child -Adapting materials to meet the LEP child's educational needs -Plan approach to development of curriculum guides. (3 days)	X										Project Consultant, Outside Consultant and Project Personnel	
Developing Materials: -Interdisciplinary materials -Developing evaluative criteria to determine appropriateness of materials -Evaluating materials, commercial and teacher-made -Preparation of first draft of curriculum guides. (3 days)		X	X	X							Project Consultant, Outside Consultant and Project Personnel	
Review and edit drafts. (2 days)					X	X					Project Consultant, Outside Consultant and Project Personnel	
Final Review & edit							X				Project Consultant, Outside Consultant	
Publish approved Bilingual Curriculum Guides								X			Project Consultant	

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SECTION III

EVALUATION AND DESIGN

Purpose of External Evaluation

The purpose of the external evaluation function was to establish and maintain a procedure of collecting and providing information for decision-making relative to student and program progress. The external evaluation function was conducted by B. E. Askins and Associates, Lubbock, Texas. This is an independent consultant and service organization with its direction primarily through various faculty and staff members of the College of Education, Texas Tech University.

Evaluation Design

The external evaluation design of this project was developed and stated in the original project proposal; however, due to some operational changes in the project and that the present external evaluator did not get involved with the project until the latter part of the 1983-84 school year, some modifications to the evaluation design were necessary. In the opinion of the evaluator, the evaluation design as described in the following paragraphs will better answer the necessary evaluation questions as related to the project.

The external evaluation design for the 1983-84 school year focused on four (4) general areas: the stated specific objectives of the project; the overall goal of the project; a general question relating to the overall impact of the project; and the perceived effectiveness of the project director.

Specific Objectives

Four (4) specific objectives were stated in an effort to achieve the overall goal of the project, and the complete statement of these objectives are presented in Section II. The ways in which these objectives were evaluated are presented in the following paragraphs:

Objective 1 - Student Achievement. This objective was evaluated by: reviewing and analyzing the students' assigned year-end grades (report cards) for each grade level at the three project elementary schools; reviewing and analyzing scores from the achievement tests; reviewing the informal records and work of the students; interviews with the teachers (and aides) at the project schools and informal classroom visits.

Objective 2 - Teachers and Aides. This objective was evaluated from data obtained from: a review of records indicating number of college/university semester hours completed.

Objective 3 - Parent Advisory Committee. This objective was evaluated by: a review of the PAC yearly report and informal interviews with the project director and administrators and the three building principals.

Objective 4 - Bilingual Curriculum Guide. This objective was evaluated by: reviewing the completed curriculum guide; obtaining informal reactions on the guide from the teachers and administrators; and reviewing the report submitted by the project director.

Program Impact

The question designed to attempt to assess program impact was: Are the outcomes of program participants (students) different from what would have occurred in the absence of the program?

An answer to this question was sought by two avenues: a review and analysis of the student profile data, and review and analysis of test scores from standardized achievement tests in the areas of English and Spanish language development.

Student Profile Data. Each project teacher maintained a profile on each LEP student in her class. Information on placement and test scores was entered on the form throughout the year. At the end of the year, each teacher rated each student in six areas:

1. Attitude toward his/her native language
2. Attitude towards the bilingual program
3. Attitude toward school
4. School attendance record
5. Library use
6. Teacher observation of classroom behavior

Each topic was rated on a Likert scale form (1-poor to 5-excellent). The results were calculated and reported in percentages form by school and grade.

Achievement Test Scores. Two standardized achievement tests were administered in grades 1-3. The Metropolian Test was used to measure English achievement (reading and language arts) and the Comprehensive Test of Basic Skills - Español was used to measure Spanish achievement (reading and language arts). These tests were administered in each of the three project schools on a spring to spring basis. Also, these same tests were administered in grades 1-3 in three other schools which served as a control group for comparison purposes in this assessment. Means and significance of the scores were reported by school, grade, and content area.

Project Personnel

The effectiveness of the various project persons was evaluated in a variety of ways. The nine (9) teachers were evaluated by the project director using a Likert scale form; the six (6) teachers aides were evaluated by their respective teacher in narrative form; and the project director was evaluated by each of the nine teachers using a Likert scale form.

Overall Goal

Based upon the general findings concerning the specific objectives, program impact, and effectiveness of the project personnel, a conclusion was drawn concerning attainment of the overall goal of the project.

SECTION IV

EVALUATION DATA

The external evaluation design for the 1983-84 school year focused on four (4) general areas: the stated specific objectives of the project; teachers and aides; a general question relating to the overall impact of the project; and the perceived effectiveness of the project personnel.

Specific Objectives

The four specific objectives which pertained to: (1) Student Achievement; (2) Teachers and Aides; (3) Parent Advisory Committee; and (4) development of a Bilingual Curriculum Guide. A statement of these objectives and evaluation data are presented in the following paragraphs.

Student Achievement

1. At the conclusion of the 1983-84 project year, 70% of the LEP students participating will master at least 70% of the skills taught at their grade level.

This objective was evaluated by reviewing and analyzing the students' assigned year-end grades by content area, for each grade level at the three project schools; reviewing and analyzing scores from achievement tests; reviewing the informal records and work of the students; and interviews with the teachers at the project schools and informal classroom visits.

The best indicator for this assessment was the review and analysis of the assigned grades at the three project schools.

Table 1 presents summary data indicating the percentage of students at the three project schools receiving 70% or more in the content areas of: reading, spelling, language arts-English, math, social studies, and science.

Table 1

Percentage of Students at the Three Project Schools Receiving Satisfactory Grades in the Six Content Areas

School	N	Reading %	Spelling %	Lang-Eng %	Math %	Social Studies %	Science %
Olton	65	95	98	91	89	92	94
Plainview	33	100	84	93	88	100	84
Petersburg	23	87	88	71	82	94	76
Total	121						

Although the percentages were generally high for each grade at the three schools, these were certain areas where the 70% factor was not achieved. These were at Plainview in G3 in language arts-English (67%) and science (33%) and Petersburg in G2 IN SPELLING (60%) and G3 in language arts-English (20%), math (40%), and science (20%).

Conclusion. Based upon these data and the informal visits to the classrooms, there is ample evidence to conclude that objective #1 was satisfactorily achieved.

Teachers and Aides

2. At the conclusion of the 1983-84 project year, 90% of the teachers and aides participating will increase their knowledge and competency in: Content area curriculum development; OLD/ESL curriculum development; development of classroom materials for creative bilingual education; and assessment.

This objective was evaluated from data obtained from: a review of records indicating the number of college/university semester hours completed by the aides; in-service program reports; and a review of the agenda of the in-service sessions.

During the 1983-84 project year, the six teacher aides completed a total of 81 college/university semester hours (152 semester hours completed a total 3-year project). Also, four of the six aides completed at least 18 semester hours during the 1983-84 year.

During the 1983-84 project year, eighteen in-service training sessions were conducted for the teachers and aides by the Education Service Center. The topics for these sessions included: Bilingual Education/ESL Guidelines; Texas Administrative Code-Chapter 75 and Bilingual Education; Instruction of Essential Elements in the Native Language; Techniques for Teaching Transition/ESL; Bilingual Special Education; Language Arts in Spanish; Correlation of TAC - Chapter 75, Essential Elements and Adopted Textbooks; and Transfer of Skills.

In addition, the teachers and aides received training in language arts, methodology, and demonstrated mastery of the skills present in the area by developing a curriculum guide for grades K-3. Other training in the areas of culture, English as a Second Language (ESL) and content area instruction was offered to the teachers and aides. Implementation of these skills in the classroom provided support to the instructional component of the project. On-site training was also conducted by the project director (who served as a bilingual instructional consultant to the project). The teachers demonstrated mastery of bilingual instructional methodology by following up on demonstration classes and continued use of materials and strategies. Documentation of these activities can be found in the activity reports and school service reports.

Conclusion. Based upon these data, it was concluded that objective #2 was satisfactorily achieved.

Parent Advisory Committee

3. At the conclusion of the 1983-84 project year, 80% of the parents in the Parent Advisory Committee will demonstrate an increased awareness, understanding and appreciation of the need for parental involvement in their children's learning process, and the role of the Parent Advisory Committee in the implementation of the project.

This objective was evaluated by a review of the PAC yearly report and by conducting informal interviews with the project director, teachers, and the building principals.

Records indicated that the Parent Advisory Committee (PAC) consisted of eight members and formally met three times during the 1983-84 school year. The PAC participated in the project as advisors. The members were kept informed of the activities of the project and were often solicited for comments and recommendations relative to the bilingual education project. Training was provided to the PAC during the formal meetings on the various aspects of bilingual education and the role of the parent in the educational process of the student. According to the year-end PAC report, "this group acted as the community support system for the school."

Conclusion. Evaluating this objective proved to be very difficult because of the many subjective and judgemental elements. The PAC report was positive about the accomplishment of this group for 1983-84 and all project personnel, including the building principals, fully supported the concept and rationale for the PAC. However, during the visits to the project schools, the evaluator sensed a deep concern of the teachers about the lack of parental support or involvement of the parents with the educational process of their children. Whether the PAC could have worked more on this problem is unknown, but there was a definite concern by the teachers. Although the operation of the

PAC undoubetdly assisted the eight committee members, the effort did not go far enough and it must be concluded that this objective was not achieved.

Bilingual Curriculum Guide

4. At the conclusion of the 1983-84 project year, a bilingual curriculum guide will have been developed for each of the project school districts.

This objective was evaluated by: reviewing the completed curriculum guide; obtaining informal reactions concerning the guide from the teachers and administrators; and reviewing the report submitted by the project director.

A work task group consisting of seven project teahcers, the project director, and a consultant (Dr. Maria Rivas) from Texas Tech University was formed as part of the Curriculum Development Project. The tasks of this group included:

1. Translate into Spanish the language arts essential elements (as prescribed in the recently mandaded Texas Administrative Code - Chapter 75 for grades K-3.
2. Develop objectives in Spanish for each of the descriptors/sub-descriptors of the esential elements.
3. Develop a correlation between the objectives from the essential elements and the Economy Spanish Reading Series.
4. Develop an all-inclusive scope and sequence incorporating the essential elements (TAC-Ch75) and the reading series used by the school districts.
5. Identify activities which can be used to teach the objectives developed.
6. Implement the scope and sequence developed and use the first year (1984-85) to refine, edit and adapt to fit the needs of the bilingual students in the three school districts.

The unique bilingual education curriculum guide has been completed and is now in the process of being refined, edited, and adapted (Task #6). The work group should be complimented for an outstanding job because such a document is greatly needed by all school districts. This unique curriculum guide will be an asset to the instructional project in these schools for many years.

Conclusion. Based on the above informantion, there is ample evidence to conclude that objective #4 was satisfactorily completed.

Program Impact

The question designed to attempt to assess program impact was: "Are the outcomes of program participants (students) different from what would have occured in the absence of the program?"

An answer to this question was sought by two measures: a review and analysis of the student profile data and review and analysis of test scores from standardized achievement tests in the areas of English and Spanish language development.

Student Profile Data

Each project teacher maintained a profile form on each LEP student in her class. At the end of the year, each teacher rated each student in six areas which were as follows:

1. Attitude toward his/her native language
2. Attitude toward bilingual program
3. Attitude toward school
4. School attendance record
5. Library use
6. Teacher observation of classroom behavior

The ratings were done on a five-point Likert style scale. A rating of five (5) indicated that the student's attitude was excellent in a particular area. A rating of one (1) indicated a poor attitude. The results were tabulated for each project school by grade and are presented on Tables 2 through 4. The figures are percentages for each grade in the three project schools - Plainview, Petersburg, and Olton. Tables 2 through 4 are presented on the following pages.

Table 2

Student Profile Data

Plainview

	Excellent				Poor
	5	4	3	2	1
	(Percentages)				
Attitude toward native language:					
K					
1	64	27	9		
2	14	57	28		
3			100		
Attitude toward bilingual program:					
K					
1	48	36	9	9	
2	29	71			
3			100		
Attitude toward school:					
K					
1	36	36	27		
2	71	14	14		
3			16		
				67	16
School Attendance:					
K					
1	27	73			
2	14	57	28		
3	33	33	33		
Library Use:					
K					
1	36	18	45		
2	14	43	43		
3				50	50
Teachers observation of classroom behavior:					
K					
1	36	54	9		
2	57	28	14		
3		33	33	33	

Table 3

Student Profile Data

Petersburg

	Excellent				Poor
	5	4	3	2	1
	(Percentages)				
Attitude toward native language:					
K	29	29	14	29	
1	38	13	38	13	
2	20	40	20	20	
3		80	20		
Attitude toward bilingual program:					
K	14	57		14	14
1	37	12	50		
2		40	40	20	
3		60	40		
Attitude toward school:					
K	29	29	14		29
1	50	37		12	
2		40	40	20	
3	40	40	20		
School Attendance:					
K	14		57	14	14
1	50	25	12	12	
2	20	20	40	20	
3	60	40			
Library Use:					
K		14	57	14	14
1	25	37	37		
2		40	40	20	
3	40	60			
Teachers observation of classroom behavior:					
K	14	43	14	14	14
1	50	12	37		
2		40	40	20	
3	40	40	20		

Table 4

Student Profile Data

Olton

		Excellent 5	4	3	2	Poor 1
		(Percentages)				
Attitude toward native language:						
	K					
	1	58	15	19	8	
	2	50	22	28		
	3					
Attitude toward bilingual program:						
	K					
	1	50	31	19		
	2	55	16	28		
	3					
Attitude toward school:						
	K					
	1	58	19	15	8	
	2	55	28	17		
	3					
School Attendance:						
	K					
	1	61	23	11	4	
	2	78	16	6		
	3					
Library Use:						
	K					
	1	81	15		3	
	2	61	28	5		
	3					
Teacher observation of classroom behavior:						
	K					
	1	54	31	15		
	2	50	33	17		
	3					

The data reported on the Student Profiles generally indicate that students were rated as having very positive attitudes in most areas. This positive trend seems to hold true for all schools and at most grade levels. The exceptions are not especially noticable. There were no consistent poor ratings in any of the schools, and improvement was noted over last years' ratings reports in the 1982-83 evaluation report.

Achievement Test Scores

Two standardized achievment tests were administered in grades 1-3. The Metropolitan Achievement Test was used to measure achievement in English (reading and language arts) and the Comprehensive Test of Basic Skills - Español was used to measure achievement in Spanish (reading and language arts). These tests were administered in each of the three project schools (Plainview, Olton and Petersburg) on a spring to spring basis. Also, these same tests were administered in grades 1-3 in three other schools, which served as a control group for comparison purposes in the assessment. Schools in the control group were Lockney, Muleshoe, and Idalou.

Evaluation of the test scores included a comparison of the project schools with the control group schools by grade and content area. This type of comparison should allow a determination to be made about program impact. If the project schools have significantly higher scores than the control schools, it is reasonable to conclude that the program is probably having the desired effect.

As a point of reference, mean scores are reported for each sub-test for each grade along with a probability level (p). The probability level indicates the degree to which the differences between scores may be due to program impact or some other factor. If a p value of .05 or smaller is reported, it is

probably reasonable to assume that the program is having the desired effect. The Mann-Whitney U test, a commonly used statistical procedure with small groups such as those reported here, was utilized to make the comparisons between schools.

Names of the project schools as compared with control schools are: Plainview-Lockney; Olton-Muleshoe; and Petersburg-Idalou. The comparative data are presented in the following paragraphs and in Tables 5, 6 and 7, which are presented on the following pages.

Table 5

Comparison of Achievement Test Scores
for Plainview and Lockney

Grade	N	Plainview	Lockney	N	P*
		Total Reading-English			
K	0	No Cases	No Cases	0	0
1	22	38.45	42.37	16	.32
2	14	29.50	28.00	18	.84
3	14	36.50	39.87	16	.32
		Total Language-English			
K	0	No Cases	No Cases	0	0
1	20	29.80	34.29	17	.43
2	14	28.35	31.66	18	.60
3	14	38.92	35.37	16	.39
		Total Reading - Spanish			
K	0	No Cases	No Cases	0	0
1	20	46.40	No Cases	0	0
2	14	40.71	No Cases	0	0
3	14	34.14	No Cases	0	0
		Total Language - Spanish			
K	0	No Cases	No Cases	0	0
1	0	No Cases	No Cases	0	0
2	0	No Cases	No Cases	0	0
3	0	No Cases	No Cases	0	0

*2 tail probability

Table 6

Comparison of Achievement Test Scores
for Olton and Muleshoe

Grade	N	Olton	Muleshoe	N	P*
		Total Reading - English			
K	0	No Cases	No Cases	0	.0
1	22	38.45	42.37	16	.32
2	14	29.50	28.00	18	.84
3	14	36.50	39.87	16	.32
		Total Language - English			
K	0	No Cases	No Cases	0	0
1	20	29.80	34.29	17	.43
2	14	28.35	31.66	18	.60
3	14	38.92	35.37	10	.39
		Total Reading - Spanish			
K		No Cases	No Cases	0	0
1	20	46.40	No Cases	0	0
2	14	40.71	No Cases	0	0
3	14	34.14	No Cases	0	0
		Total Language - Spanish			
K	0	No Cases	No Cases	0	0
1	0	No Cases	No Cases	0	0
2	0	No Cases	No Cases	0	0
3	0	No Cases	No Cases	0	0

*2 tail probability

Table 7

Comparison of Achievement Test Scores
for Petersburg and Idalou

Grade	N	Petersburg	Idalou	N	P*
		Total Reading - English			
K	5	46.80	No Cases	0	0
1	5	65.80	54.33	3	.036
2	4	32.25	51.28	7	.042
3	5	31.40	40.00	4	.19
		Total Language - English			
K	5	49.40	No Cases	0	0
1	5	74.60	38.33	3	.05
2	4	22.00	51.28	7	.05
3	5	40.40	46.00	4	.06
		Total Reading - Spanish			
K	0	No Cases	No Cases	0	0
1	5	51.60	No Cases	0	0
2	3	8.0	No Cases	0	0
3	3	9.0	No Cases	0	0
		Total Language - Spanish			
K	0	No Cases	No Cases	0	0
1	0	No Cases	No Cases	0	0
2	0	No Cases	No Cases	0	0
3	0	No Cases	No Cases	0	0

*2 tail probability

Plainview-Lockney. Table 5 lists mean scores on the Metropolitan Achievement test (MAT) and the Comprehensive Test of Basic Skills-Español (CTBS) for Plainview, which is the project school, and Lockney, which is the control school. Scores reported for Plainview are generally higher than those reported for Lockney. Differences in total reading scores for the second grades, and total language scores for the two kindergartens are highly significant. This suggests that in these two grades, so far as the test scores are an indicator, the project is having a positive effect. Very few scores were reported on the CTBS for either school. This of course makes it impossible to draw any conclusions about program impact in these two areas.

Olton-Muleshoe. Scores reported in Table 6 reflect performance in Olton, the project school, and Muleshoe, the control school. There does not appear to be any statistically significant difference between the scores in the two schools and few scores were reported for Spanish. It would be difficult to draw any definitive conclusions from these data. The scores from the schools are substantially similar. Any variations are probably due to chance.

Petersburg-Idalou. Table 7 compares the Petersburg project school with Idalou which served on the control school. There is a statistically significant difference between scores in grades one or two in total reading and total language. In both cases, the first grade at Petersburg has a higher mean score than Idalou. The situation is reversed for scores in the second grade. Again, this would suggest a positive program impact in the first grade at Petersburg. It is difficult to interpret the significantly higher scores for second grades at Idalou. It is possible that this difference reflects discrepant abilities in the two groups prior to testing.

Conclusion. Determine an answer to the question, "Are the outcomes of the program participants (students) different from what would have occured in the

absence of the program," also proved to be very difficult because of incomplete test data and many judgemental factors. Also, using the three school as a control group as a basis to compare the effectiveness of the project schools was probably not an appropriate evaluation design strategy for this project.

In addition, determining program effectiveness based upon test scores from standardized tests acquired from a spring to spring test cycle is a questionable evaluation practice in this type of instructional program. However, based upon the data obtained concerning the student profiles and the achievement test scores, it was concluded that the outcomes of the students participating in the program would, in fact, have been different than if they had not participated in such a program. That is, the program did have a general positive impact on the participating students.

Perceived Effectiveness of Project Personnel

As part of the external evaluation, an effort was made to determine the perceived effectiveness of the various personnel of the project. That is, how did the teachers perceive the effectiveness of their aides, how did the teachers perceive the effectiveness of the project director, and how did the project director perceive the effectiveness of the teachers.

The perceived effectiveness of the various personnel was assessed in a variety of ways. The teachers evaluated their aides using narrative statements; the teachers evaluated the project director using a 6-item Likert scale form (5-1); and the project director evaluated the teachers using a 10-item Likert scale form (10-1).

As concerns the presentation of personnel evaluation data, it was decided that it was unnecessary to neither use names nor describe the items on the

evaluations instruments, but rather to present summary findings of the three groups of personnel .

Teacher Aides

Overall, the teachers perceived their aides as being very effective in the classroom. Some strengths reported included: works well with the LEP students; ESL instruction; served as good model for language acquisition; provided excellent reinforcement in the Spanish language while working in content areas. Some perceived weaknesses included: weak in written language, both English and Spanish; weak in English Grammar, both oral and written; and weak in some areas of math.

Teachers

Overall, the teachers were perceived as being extremely effective. On the 10-item scale, four received 10's, four received 9's, one 8, and one received a 9 rating. In short, the project director appeared to be very satisfied with the effectiveness of the project teachers.

Project Director

Overall, the teachers perceived the project director as being extremely effective as indicated from the high ratings (all 5's and 4's) on the evaluation form. Also, many narrative comments were noted on the form, such as:---always eager to give assistance, and share her knowledge with us;---was always willing to bring needed materials or provided me with information when I needed it;---always willing to demonstrate teaching skills in my class. In short, the teachers had much respect for the project director and considered her to be very effective in her position.

Overall Goal

The overall goal of the project was to assist LEP (limited English proficiency) children to acquire and/or improve their English skills and using

bilingual methodology and materials to facilitate and expedite writing, and content area concepts to the extent necessary to insure academic success in the regular school program.

Based upon the general findings concerning the four specific objective, program impact, and the effectiveness of the project personnel, there appeared to be ample evidence to conclude that the overall goal of the project was achieved during the 1983-84 school year.

SECTION V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This is an evaluation report for a federally funded bilingual education project, "Increasing the Quality of Basic Bilingual Instructional Services to K-3 Hispanic Children in West Texas, "for the 1983-84 school year.

This project was designed to organize and operate a bilingual education cooperative, monitored by the Education Service Center-Region 17, so as to provide financial and technical assistance to three school districts in their efforts to provide higher quality bilingual instructional services to approximately 190 students. This assistance included providing for: a project director; a project secretary; six teacher aides; stipends for the aides; instructional materials for the six classrooms; resource materials for professional development/training for teachers, aides, administrators, and parents; consultants to assist in the training of the aides; and miscellaneous supplies and services to support the project. The three elementary schools which were considered as the project schools were located in the public schools districts of Plainview, Olton, and Petersburg, Texas.

The overall goal of the project was to assist LEP (limited English proficiency) children to acquire and/or improve their English skills and using bilingual methodology and materials to facilitate and expedite writing, and content area concepts to the extent necessary to insure academic success in the regular school program.

To achieve the overall goal, four specific objectives were developed for the 1983-84 school year which pertained to: (1) student achievement; (2) teachers and aides; (3) the Parent Advisory Committee; and (4) development of a unique bilingual education curriculum guide.

The external evaluation design for the 1983-84 school year focused on four general areas: the specific objectives of the project; a general question relating to the overall impact of the project; the perceived effectiveness of the project personnel; and the overall goal of the project. A summary of the conclusions based upon the evaluation findings in these four areas are presented in the following paragraphs.

Conclusions

Based upon the findings as presented in detail in Section IV, the following conclusions were developed.

Specific Objectives

Objective 1. At the conclusion of the 1983-84 project year, 70% of the LEP students participating will master at least 70% of the skills taught at their grade level.

Based upon the findings, there was ample evidence to conclude that objective #1 was satisfactorily achieved.

Objective 2. At the conclusion of the 1983-84 project year, 90% of the teachers and aides participating will increase their knowledge and competency in: content area curriculum development; OLD/ESL curriculum development; development of classroom materials for creative bilingual

education; and assessment.

Based upon the findings, there was ample evidence to conclude that objective #2 was satisfactorily achieved.

Objective 3. At the conclusion of the 1983-84 project year, 80% of the parents in the Parent Advisory Committee will demonstrate awareness, understanding and appreciation of the need for parental involvement in their children's learning process, and the role of the Parent Advisory Committee in the implementation of the project.

Based upon the findings, it was concluded that objective #3 was not satisfactorily achieved.

Objective 4. At the conclusion of the 1983-84 project year, a bilingual curriculum guide will have been developed for each of the three project school districts.

Based upon the findings, there is ample evidence to conclude that objective #4 was satisfactorily achieved.

Program Impact

The question to determine program impact was: "Are the outcomes of the program participants (students) different from what would have occurred in the absence of the program?"

Based upon the findings, it was concluded that the outcome of the students participating in the program would have been different if they had not participated in such a program. That is, the program did have a general positive impact on the participating students.

Perceived Effectiveness of Project Personnel

Based upon the findings, all personnel in the project (teachers, aides, and the project director) were perceived as being effective in their

respective roles.

Overall Goal

Based upon the general findings concerning the specific objectives, program impact, and effectiveness of the project personnel, it was concluded that the overall goal of the project was achieved during the 1983-84 project year.

Additional Observations

Although not based on specific measurable outcomes, the following observations are submitted as part of the external evaluation process:

1. Instruction was provided in the child's native language by bilingual teachers and teacher aides at each of the three project schools.
2. The project teachers were provided instructional assistance by a teacher aide at the three project schools.
3. Instructional bilingual materials were provided to the project schools by the Education Service Center.
4. Minority role models were provided for the students at the three project schools.
5. The effort being made by the teacher aides in obtaining academic degrees and teaching certificates will ultimately have a positive impact on the school and community at each of the project sites.
6. The project director served as an excellent support system for the teachers and aides and served as a communication vehicle to the administration at the three project schools.

Recommendations

Based upon the findings and conclusions of this evaluation study, the following recommendations are submitted:

1. That efforts be made by the Education Service Center and the cooperating school districts to continue to provide some type of assistance to this group of students and teachers even though federal assistance is no longer available.

2. That a Parent Advisory Committee at each project school be organized and operated.

3. That the bilingual curriculum guide as initially developed as part of this project be continually refined and made available to all schools serviced by the Region 17 Education Service Center.

4. That, if control groups are necessary in future evaluation designs of bilingual education programs, the control group be identified within the same school of the project being compared or evaluated.

5. That, when possible, standardized testing to measure student achievement be conducted on a fall-spring basis rather than on a spring-spring basis. This would undoubtedly yield a fairer measure of the effectiveness of the instructional program.